Evaluation data:   
NBN E-learning Project

**Design industry partnerships through the National Broadband Network**

Holmesglen Institute of TAFE



This project was made possible by the National VET E-learning Strategy through Australian Government funding.

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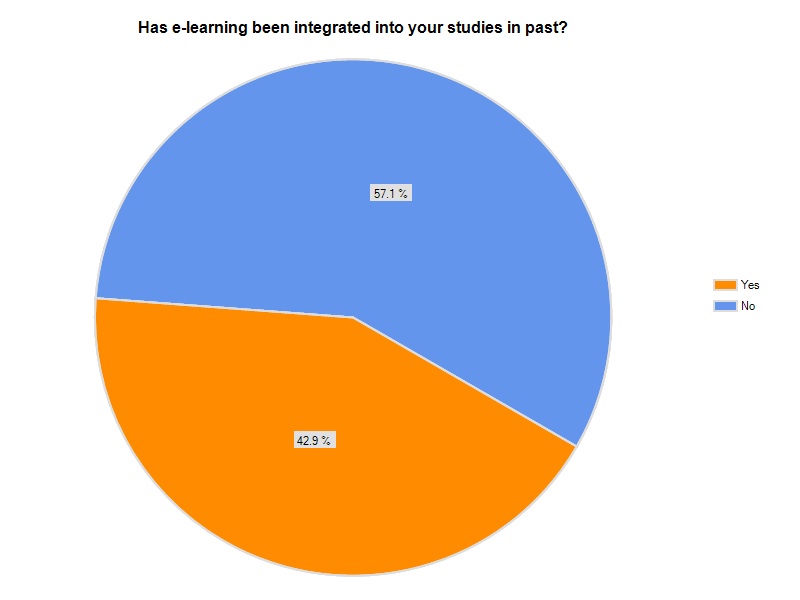
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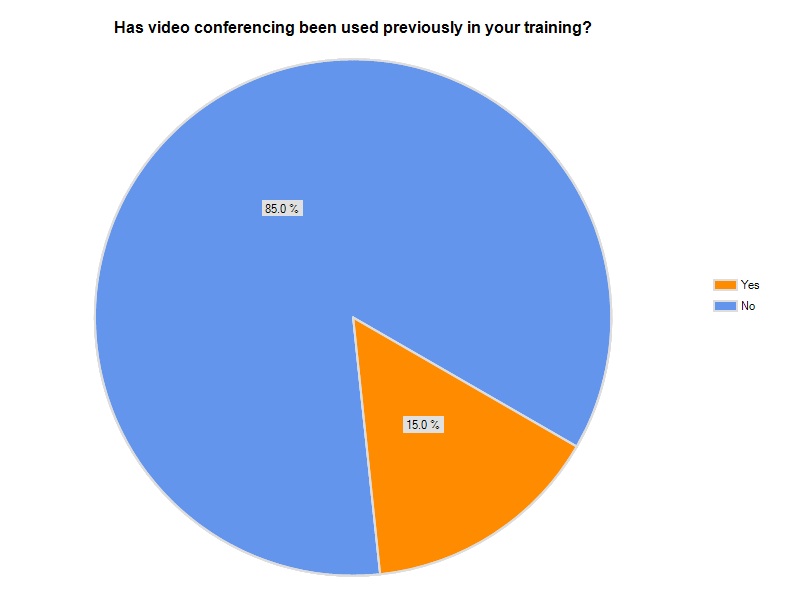
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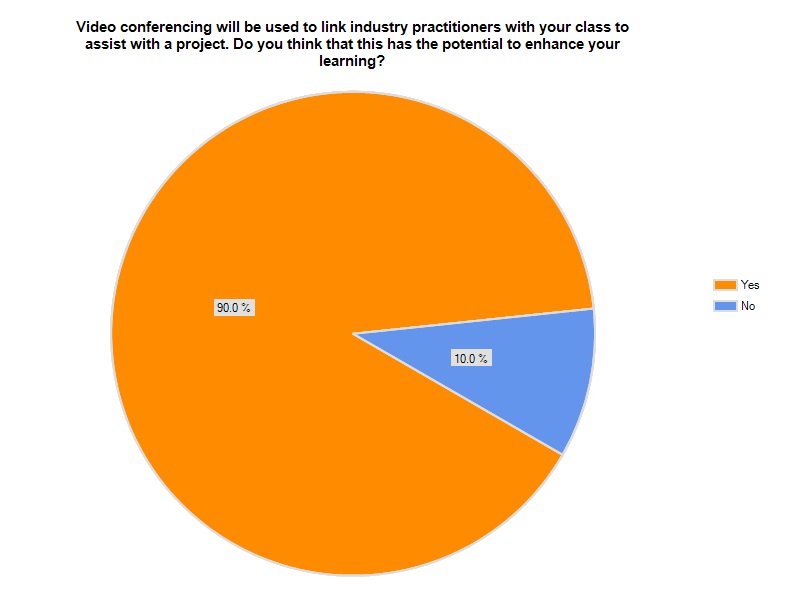
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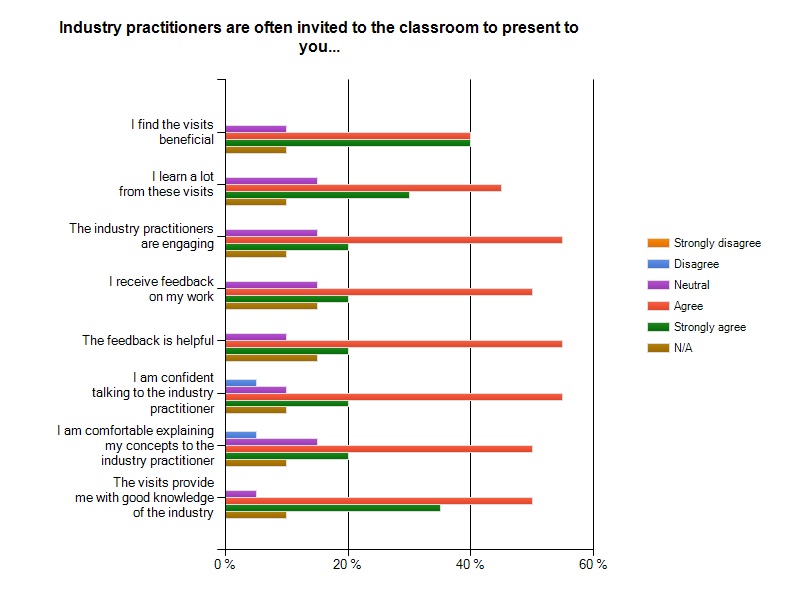
# 1. Pre-project survey results

Students completed a pre-project survey on Survey Monkey to collect baseline data.



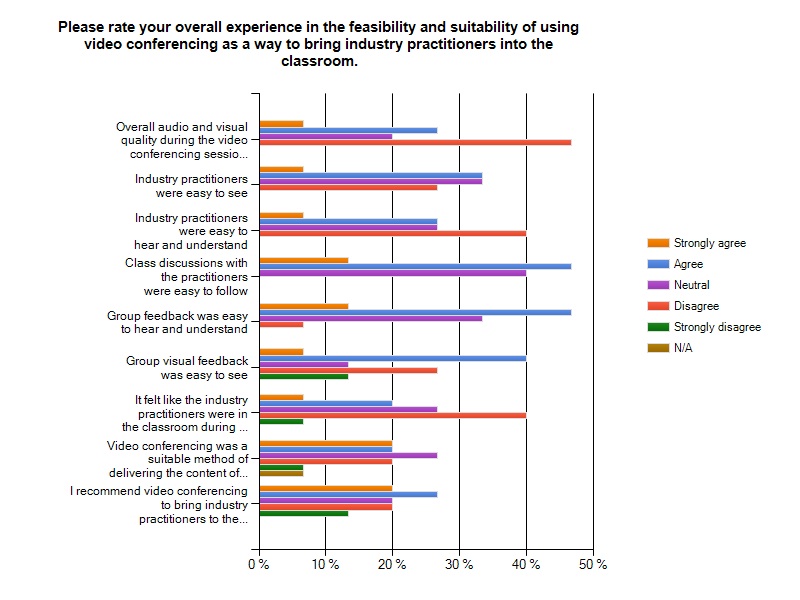


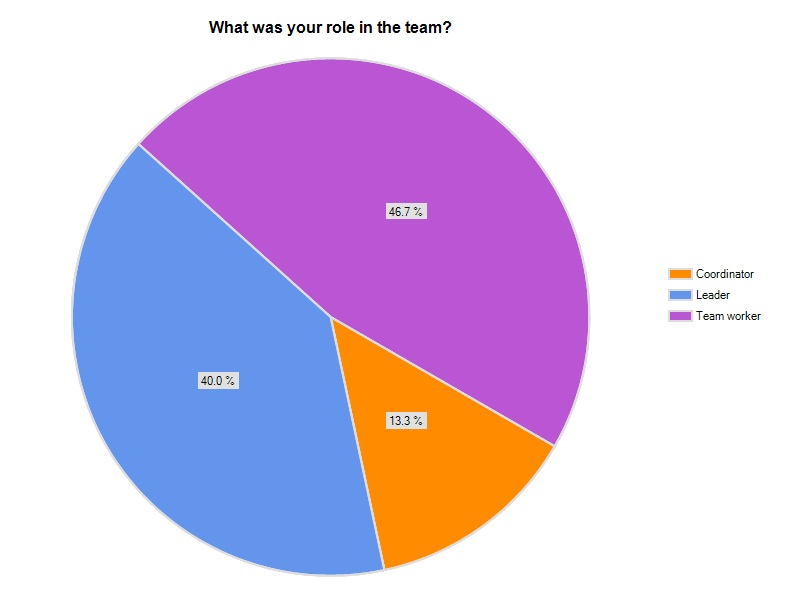


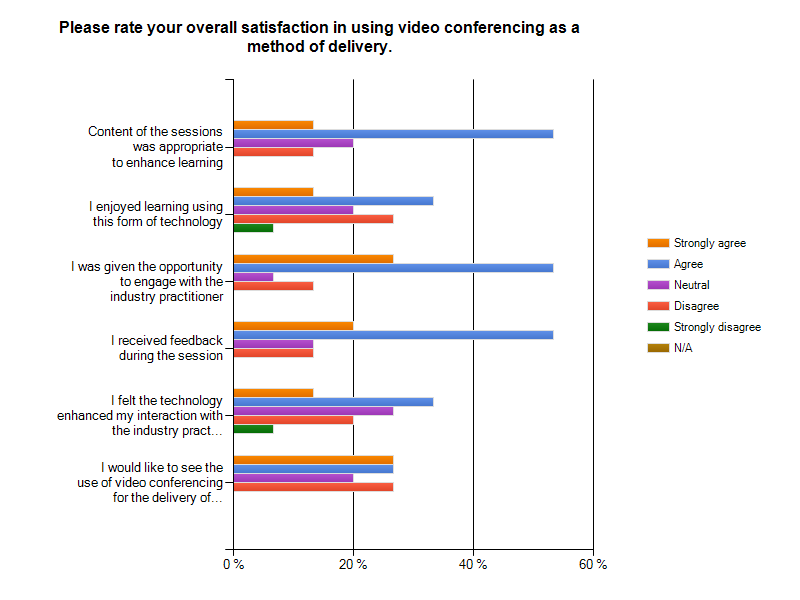


# 2. Post-project survey results

Students completed a post-project survey on Survey Monkey to determine the success of video conferencing and student learning outcomes.com



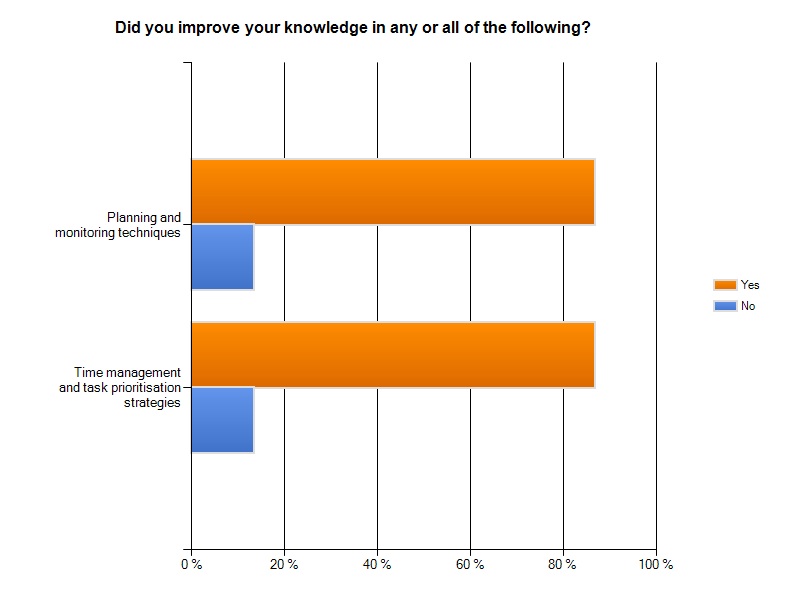


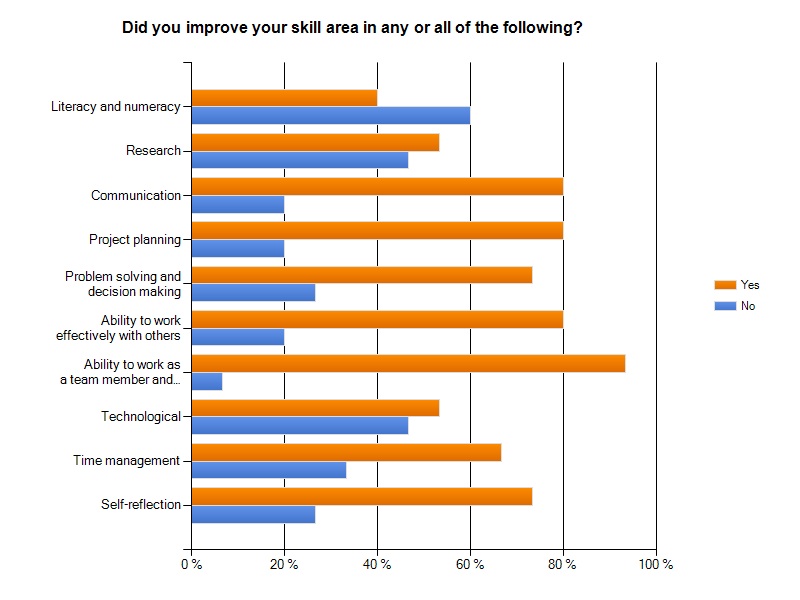


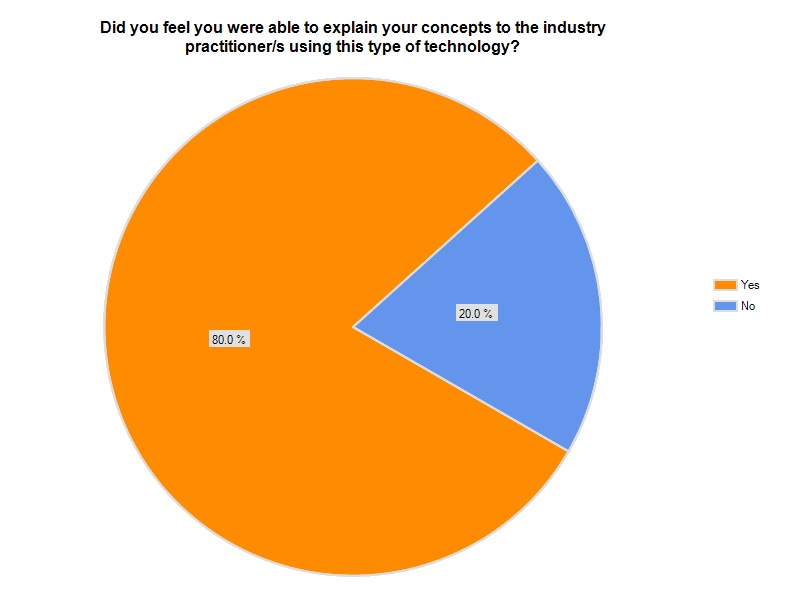
What were your responsibilities within your team?

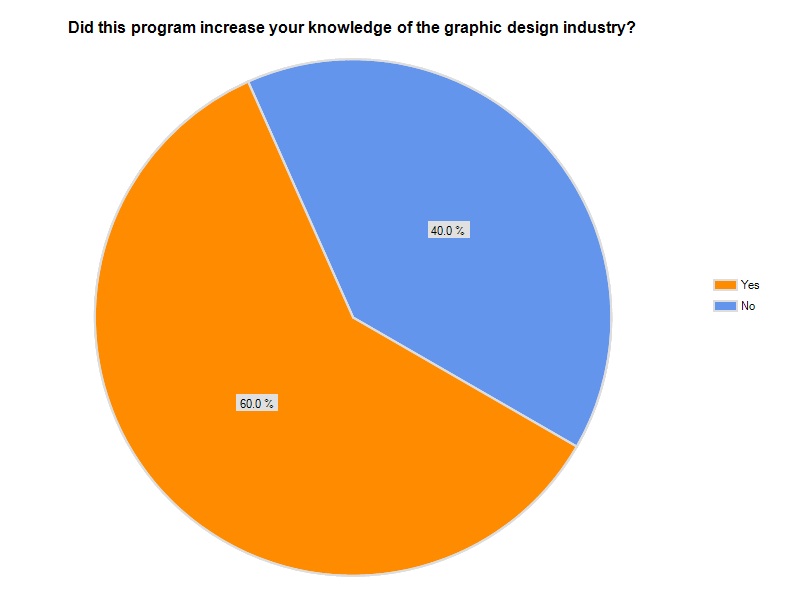
The responses received on responsibilities are:

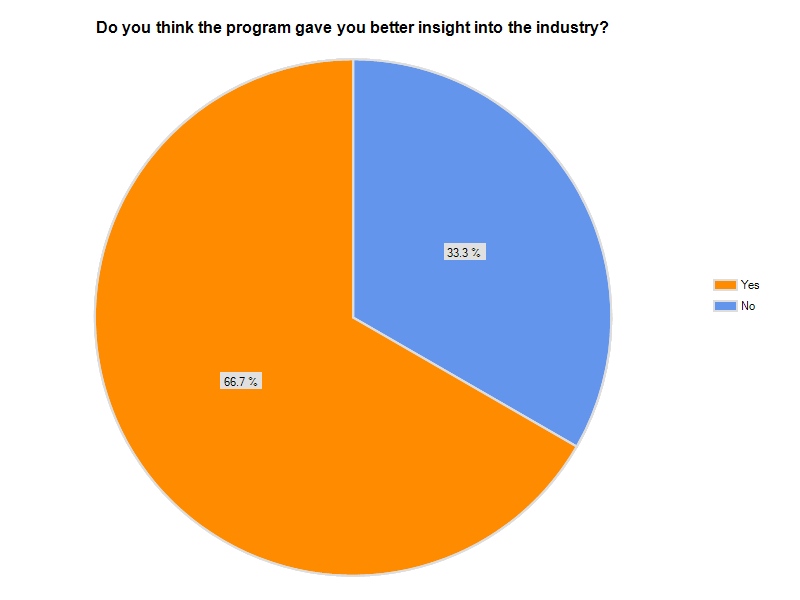
* Organising the group and delegating tasks:
* To have my work done
* I did take some lead but we all worked at an equal pace and with equal responsibilities
* Me and one other team member took all responsibility for everything. While two others did nothing
* Research and help other members
* My responsibilities is doing my work which belong to me
* Me and one other girl took on all responsibilities in the group, from planning, to creating the artworks, and photographing
* Presenting and demonstrating concepts to the industry
* Communicating ideas and our approach:
* Showing the client our 3D model and constructions
* Physical tasks, mood boards (concepts)
* Researching, drawing up concepts, paper folding
* Fold paper, delegate tasks
* Check up on the team including outings and missions
* Guide the project and delegate tasks or let the members chose their tasks
* Contact group members, divide work to members
* Construction of final assignment and presenting concepts and final posters for the presentations











# 3 Focus group feedback

Meeting with Design, Multimedia and Art teachers, dated 16 May 2012.

**1. What, if any, impact has the use of video conferencing had on your teaching?**

* Created new avenues for different delivery methods.
* Accessibility and different ideas for increasing accessibility:
  + Live video streaming into the classroom, maybe for a short period of time, say ten minutes to enhance a lesson, for example streaming into a conference and listening to a speaker
  + Options to access experts nationally and globally
  + Link video conferencing with social media technology, for example making contact with internationally renowned design experts via Twitter and requesting the possibility of video conferencing to students in a classroom.
* Feedback:
  + Immediacy of the feedback
  + Students listen and are accepting of the feedback.
* Recording sessions as a record for future classes and for students who miss the lessons.

**2. What barriers did you encounter in using the video conferencing in the classroom?**

* It is necessary to adapt existing materials so that they are appropriate to this form of delivery. This is time consuming and required additional teacher hours.
* Holmesglen’s technology infrastructure, protocols and issues relating to reliability, capability and the firewall.
* Portability of hardware.
* A lack of teacher technical knowledge; the feasibility of running a video conferencing session without technical support.
* There is always the chance that technical issues will occur. Teachers need to be flexible and prepared; a back-up plan is needed. Students should always be the focus in these situations.

**3. How would you use video conferencing as a method of delivery in future?**

* Use of portable devices to video conference back to the classroom, such as in a gallery and allowing those in the classroom to view design exhibits.
* Use of video conferencing for professional development.
* Interaction with other providers, particularly those that are in rural locations.
* Use for moderation purposes, particularly between Institutes.
* Promotion of the Design, Multimedia and Art to schools and to school students who do not have the opportunity to visit Holmesglen, for example, rural students and students from less fortunate backgrounds.
* Provide access to short courses, such as ‘Preparing a portfolio’. This course is currently offered face to face but could be made available to other potential students who are unable to attend in person.

**4. Are there other uses of technology in education you have heard about that you find interesting?**

* Social media is already integrated into the classroom delivery methods, such as blogs, wikis, Twitter and Facebook. This is an area that could be expanded on further.

# Contact information

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